

2019-20 Phase Two: The Needs Assessment for Schools_10152019_16:11

2019-20 Phase Two: The Needs Assessment for Schools

Fulton County
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Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Fulton County High School's process for developing, analyzing, and applying data results is ongoing. Member of the Fulton County High School SBDM include: Ellen Murphy, chair; Laura Miller, teacher; Kari McConnell, teacher; Samantha Mudd, teacher; Lavonda Warren, parent; Nancy Varden, parent. The school council meets on the second Tuesday of each month at 4:00 p.m. Our faculty and staff meet during regularly scheduled faculty meetings to analyze assessment data, identify priorities/concerns and trends. In a separate meeting, we looked at the potential source of the problems utilizing the Key Work Processes. The district leadership team meets monthly to discuss, review and analyze data. In addition, the district leadership team plan an annual retreat for comprehensive planning. Teachers meet monthly in PLC meetings to discuss and analyze student data, curriculum and lessons.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Looking at the School Report card for the 2018-2019 school year, Fulton County High School has 30.6% proficient and distinguished in reading. This is a 6.2% decrease from previous year. In math, 25.0% of the students scored proficient or distinguished. This is a decrease of 5.8%. For on-demand writing, 80% of our students scored proficient or distinguished. This is 30 points above the state average. For science, 40% of our students scored proficient or distinguished. Our areas to improve are in reading and math. 36.10% of our students scores novice in reading. 41.7% of our student scores novice in math. We also realize our male students are scoring lower than our female students. For the 2018, 2019 school year, we earned two stars out of five.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Reading and Math proficiency scores reflect that we are below the state average in both of these subject areas. Students scoring in the novice category is higher than we would like it to be. Our males scoring novice in math is 52.9%. Our males in reading scoring novice was at 52.9%. Students scoring in the novice category is higher than that of the state average.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Reading and mathematics data shows the percentage of novice students trending upward as compared to the percentage of proficient students trending downward. Proficiency in science has improved. On-demand writing scores have drastically improved. Proficiency in reading and math has decreased from 2017-2018 to 2018-2019 comparing male and female students.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

FCHS will continue to work on Key Processes: 2. Design and Deliver Instruction along with Key Work Processes: 4 Review, Analyze, and Apply Data. Our faculty is working to ensure standard driven curriculum maps and lesson plans are implemented along with engaging lesson plans. Data driven conversations are happening in our PLC meetings to improve academic success. Focus on these key work processes, along with our anchor time, where we are focused to provide specific intervention strategies to all students.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Graduation Rate continues to increase. The 5 year cohort is at 97.6 % and the 4 year cohort is at 100%. Transition readiness has also seen a slight increase from 2017-2018. On-demand writing scores have also increased. We are way up the state average in this area.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|